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ABSTRACT

This course concerns several grammatical points as well as the cultural topic of holidays. The language aspect emphasizes the use of dependent clauses, some irregular verbs, comparison of adjectives and adverbs, and intonational variations. Certain library skills, such as using the card catalog and appropriate reference books, are also practiced. The cultural issues in the course require that students be able to identify and describe, both orally and in writing, important holidays. Teaching strategies to accomplish stated objectives are suggested, and resources for both teachers and students are listed. (VM)

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AUTHORIZED COURSES OF STUDY FOR THE QUINMESTER PROGRAM

LANGUAGE AND CULTURE

5110.14 - 5117.14

ENGLISH AS A SECOND LANGUAGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Written by Piedad Plasencia

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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LANGUAGE CONTENT

The course will emphasize the use of clauses that begin with that, when, while, who, unless, etc. and the use of the passive voice with be plus past participle. Some irregular verbs in the present and past, will be reviewed and others will be introduced. The comparison of adjectives and adverbs will be reinforced. Stress will be layed on conveying meaning through intonational variation. For example: He ↗ is. He ↘ is. He ↗ is? Library skills, such as using the card catalog, using appropriate reference books and taking notes will be emphasized.

OBJECTIVES

1. Given the names or dates of important holidays, the student will explain their significance orally and in writing.

2. Having read or listened to a description of a religious celebration the student will identify it by name, state whether it is typical of only one of the culture groups studied and discuss (if there is one) an equivalent celebration in any other of the culture groups.

3. Given a series of questions about certain holidays, the student will do some research in the library to formulate appropriate answers.

4. Having selected one of the holidays discussed in class or any other, the student will write a short description of how it is celebrated in the United States or in his native country.

5. Having selected one of the controversial customs discussed in class, the student will first determine his own opinion and then select appropriate elements to defend his position in a 3 to 5 minutes presentation.

6. Having viewed, listened to, or read a commercial in English and one in Spanish, the student will discuss orally the techniques used to influence opinion.

7. Having viewed or listened to a news program and another type of program, the student will discuss the subject matter, the point of view, and his impression of the two.

8. Having determined a topic of interest that deals with any aspect of one of the cultures studied, the student will present the results of his investigation of it.

TEACHING STRATEGIES

1. Given the names or dates of important holidays the student will explain orally their significance.

   a. Have students distinguish between legal federal holidays declared by Congress and traditional holidays in the United States.

<u>Legal federal holidays</u>:

New Year's Day	(January 1)
Inauguration Day	(January 20)
Washington's Birthday	(February 22)
Independence Day	(July 4)
Labor Day	(the first Monday in September)
Thanksgiving Day	(the fourth Thursday in November)
Veteran's Day	(November 11)
Christmas Days	(December 25)

<u>Traditional holidays</u>:

Valentine's Day	(February 14)
St. Patrick's Day	(March 17)
Halloween	(October 31)

Stress the fact that each state has the authority to specify the holidays it will observe and that the

governor of the state proclaims the holidays for the state.

b. Have students find an equivalent holiday that is celebrated in his native country.

"20 de Mayo"	Rosh Hashanah
"7 de Diciembre"	Easter
"Grito de Yara"	Hannukah

c. Have students discuss other celebrations in their countries that do not exist in the United States (This could be a group project is you have 3 or 4 students or more of the same nationality).

2. Having read or listened to a description of a religious celebration the student will identify it by name.

3. Given a series of questions about certain holidays the student will do some research in the library to formulate appropriate answers.

a. Have students grouped to work on their questions. Then have one of them report orally on their findings.

1) One group could be given the following questions:

What does the word <u>hannukah</u> mean?

When does the holiday begin?

Why is it called the Feast of Lights?

How long does the celebration last?

Who was Judas Maccabaeus?

2) Another group could be given these questions:

What does the name Halloween mean?

When does it take place?

Is Halloween celebrated in your country?

How?

What Christian feast is celebrated the next day?

4. Having selected one of the holidays discussed in class the student will write a short description of how it is celebrated in the United States or in his native country.

a. Have some of the students select one holiday like Independence Day and write about its celebration in two different countries (similarities and differences).

b. Have the students invite a member of the Cuban community to discuss Nochebuena and compare it with the celebration of Christmas in the United States.

c. Have a student do some research on the "Mardi Gras" and compare it to "Los Carnavales de Oriente" or those in any other Latin American country.

5. Having selected one of the controversial customs (such as, dating, eating habits, concepts of time and promptness, forms of etiquette, concepts of distance between speakers, touching) discussed in class, the student will first determine his own opinion and then select appropriate supportive elements to defend his position.

   a. Have the students participate in a round table discussion.

   b. Have the students poll the rest of the student body concerning the issue in question and report their findings.

   c. Have the students make a comic strip in which they try to "brain wash" or win over to their way of thinking different types of audiences through this medium.

6. Having viewed, listened to or read a commercial in English and one in Spanish, the student will discuss orally the techniques used to influence opinions.

   a. Have the students invent a product and write a commercial for it. Then have them present their commercial and see the reaction of the rest of the class to the new product.

b. Have the students analyze their commercials for emotional appeals and ethnic stereotypes. Then have them decide to what types of audiences it would be most appealing.

7. Having viewed or listened to a news program, and another type of program, the student will discuss the subject matter, the point of view and his impression of the two.

   a. Have the students present their own news program.

   b. Have students comment on the difference in the language used in news programs and other programs in radio or T.V.

8. Having determined a topic of interest that deals with any aspect of one of the cultures studied, the student will present the results of his investigation of it.

   a. Have students pose a question; help them become familiar with the aspects of their topic, and then have them proceed to collect information. The report should be submitted orally. At the discretion of the teacher, a written report may be required.

SAMPLE EXCERPTS

Rosh Hashanah

The Jewish year begins with this celebration on the first and second days of the month of Tishri (usually in September). It is a time of year when children go back to school and adults start working.

This holiday is observed by all Jewish people and together with Yom Kippur constitute the two holiest days in the Jewish calendar.

Easter

It is a Christian festival that celebrates the resurrection of Jesus Christ. It is the most important holiday of the Christian religion.

It comes in early Spring and in many places children collect candy and chocolate bunnies and hunt colorful Easter eggs. Many persons wear new Spring clothes to church this day.

Christmas

It is the day when Christians celebrate the birthday of Jesus Christ.

It is the happiest and busiest time of year for millions of Christians.

Hanukah

It is the celebration of the Maccabean victory many centuries ago.

Ever since that victory, eight days are set aside each year to give thanks. Feasts are celebrated by the families. The schools and synagogues present plays and concerts. Young men and women collect money to buy land in Palestine.

RESOURCES

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